

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF FRANKLIN,

FOR THE

YEAR 1870-'71.

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PRINTED BY A. ROGERS, JR., NO. 4 EXCHANGE BUILDING.

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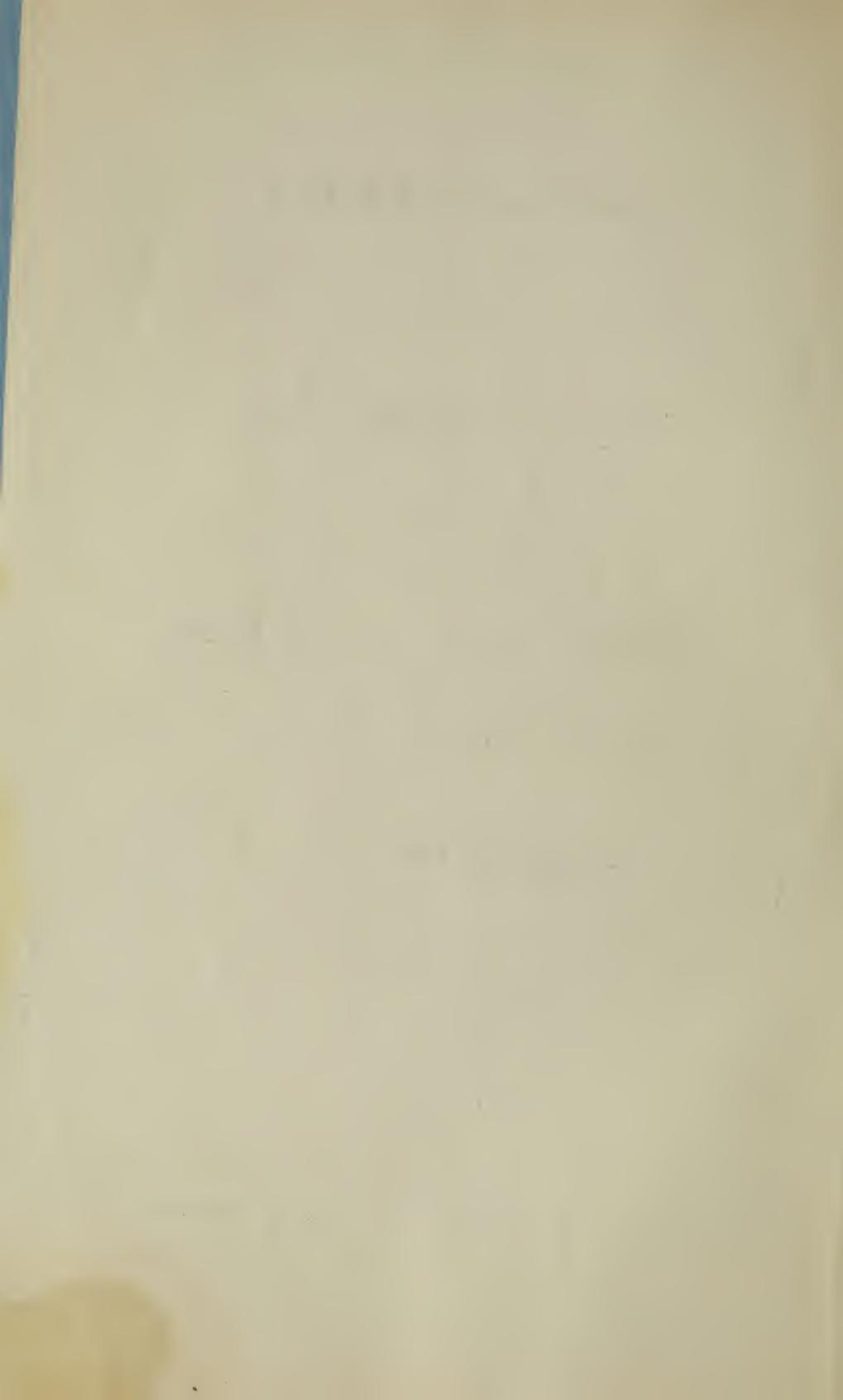
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The SCHOOL COMMITTEE of the TOWN OF FRANKLIN, in the fulfilment of the duties required of them by the Statute, respectfully submit their

#### ANNUAL REPORT:

The whole available funds at the disposal of the School Committee, to be expended only for wages and board of teachers, fuel for schools, care of fire and school rooms, books of reference, maps and apparatus for the use of schools, was, for the year, as follows :—

Town appropriation for schools,	\$4,000 00
Income from School Fund,	252 62
Total,	\$4,252 62

The expenditures have been for :

Wages and board of teachers,	\$3,845 33
Care of fires and school rooms,	133 25
Fuel for schools,	352 42
Maps and apparatus for schools,	60 04

Total,	\$4,391 04
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It will be seen that your Committee have expended \$138 42 more than the *legitimate* funds at *their* disposal. But when the town considers it has received \$110 42 for tuition during the past year, and has on hand the sum of \$302 37 arising from the "Dog Tax," which by law it is required to expend for public libraries or for support of public schools, we trust it may not be felt by the town that we have been injudicious in our expenditures.

All the public schools in town have been in session, in the aggregate, 396 weeks, during the year. If we divide the whole expenditure for schools as enumerated, excluding what was expended for maps and apparatus, by the number of weeks the schools have been in session, it will be seen that the cost per

week was \$10 93. In this calculation is included the High School, as well as one school in which an assistant teacher was employed for a greater portion of the year. The whole number of persons in town on the 1st of May, between the ages of 5 and 15 years, as returned by the Assessors, was 507. The number of scholars, of all ages, attending the public schools in town, during the year, was nearly the same. Therefore, it will appear that the cost per scholar was \$8 54.

Your Committee bespeak a careful inspection of these statements, believing that, if the number and *grade* of schools are considered, they will exhibit an economical use of the funds placed at their disposal for the maintenance of schools. The following statistics, relating to the several public schools in town, and arranged in tabular form, will give information worthy of note.

### *High School.*

Length of school, 38 weeks; salary per annum, \$700.

SPRING TERM—Teacher, Mr. Milton C. Hyde.

FALL	"	Number of pupils, 40; average attendance, 32.
		Teacher, Miss Sarah A. Vinton.
WINTER	"	Number of pupils, 38; average attendance, 32.
		Teacher, Miss Annie E. Patton.

Number of pupils, 36; average attendance, —

### *Centre Grammar School.*

Length of school, 30 weeks; wages per month, \$40.

SPRING TERM—Miss Minnie E. Metcalf.

FALL	"	Number of pupils, 35; average attendance, 32.
WINTER	"	Teacher, Miss Minnie E. Metcalf, 3 weeks.
"	"	Anna Bean, 7 weeks.
		Number of pupils, 32; average attendance, 30.

### *Second Grammar School.*

Teacher for the year, Miss Carrie Greene. Length of school, 30 weeks. Wages per month, \$40.

SPRING TERM	—	Number of pupils, 43; average attendance, 35.
FALL	"	" 39; " " 35.
WINTER	"	" 37; " " 33.

*Intermediate School.*

Length of school, 30 weeks. Wages per month, \$40.

SPRING TERM—Teacher, Mrs. Abbie F. Packard.

Number of pupils, 39; average attendance, 35.

FALL " " " 39; " " 34.

WINTER " Teacher, Miss Marietta B. Hawes.

Number of pupils, 44; average attendance, 39.

*No. 1 Primary School.*

Length of school, 30 weeks.

SPRING TERM—Teacher, Miss Ella G. Daniels; wages per month, \$36.

Number of pupils, 49; average attendance, 41.

FALL " Teacher, Miss Mary W. Stanley; wages per month, \$36.

Number of pupils, 52; average attendance, 43.

WINTER " Teacher, Miss Mattie F. Metcalf; wages per month, \$32.

Number of pupils, 41; average attendance, 30.

*No. 2 Primary School.*

Teacher for the year, Miss Martha A. Alexander. Length of school, 30 weeks. Wages per month, \$36.

SPRING TERM—Number of pupils, 43; average attendance, 31.

FALL " " " 52; " " 41.

WINTER " " " 50; " " 40.

*No. 2.—King Street.*

Length of school, 29 weeks. Wages per month, \$30.

SPRING TERM—Teacher, Miss Susie E. McLane.

Number of pupils, 19; average attendance, 16.

FALL " " " 23; " " 17.

WINTER " Teacher, Miss Lizzie T. Burrell.

Number of pupils, 25; average attendance, 20.

*No. 4.—City Mills.*

Length of school, 30 weeks.

SPRING TERM—Teacher, Miss Carrie E. Heaton. Wages per month, \$36.

FALL     "     Number of pupils, 25; average attendance, 22.  
Teacher, Miss Jennie S. Hammond. Wages per month, \$32.

WINTER     "     "     "     25:     "     "     "     20.  
Number of pupils, 29; average attendance, 26.

*No. 6.—Latic.*

Length of school, 30 weeks.

SPRING TERM—Teacher, Miss Mary W. Stanley. Wages per month, \$30.

FALL     "     Number of pupils, 37; average attendance, 31.  
Teacher, Miss Nellie M. Andrus. Wages per month, \$30.

WINTER     "     "     "     28:     "     "     "     25.  
Teacher, Miss Lydia A. Whiting. Wages per month, \$32.

Number of pupils, 24; average attendance, 20.

*No. 7.—Northwest.*

Length of school, 29 weeks.

SPRING TERM—Teacher, Miss Sarah J. Williams. Wages per month, \$30.

FALL     "     Number of pupils, 34; average attendance, 27.  
Teacher, Miss Ellen M. Verry. Wages per month, \$32.

WINTER     "     "     "     28:     "     "     "     21.  
Number of pupils, 30; average attendance, 25.

*No. 8.—Unionville.*

SPRING TERM—Teacher, Miss Adeline C. Grant. Wages per month, \$40.

FALL     "     Number of pupils, 70; average attendance, 60.  
Teacher, Miss A. C. Grant, 3 weeks.

## SCHOOL REPORT.

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FALL TERM—Teacher, Miss Lydia A. Whiting, 5 weeks.  
Wages per month, \$34.

Assistant teacher, Miss Mattie F. Metcalf, 5  
weeks. Wages per month, \$20.

Number of pupils, 70; average attendance, 62.

WINTER " Teacher, Miss A. C. Grant. Wages per  
month, \$36.

Assistant teacher, Miss Ella G. Daniels. Wages  
per month, \$28.

Number of pupils, 70; average attendance, 41.

### No. 9.—*South Franklin.*

Length of school, 30 weeks. Wages per month, \$30.

SPRING TERM—Teacher, Miss Malvina B. Scott.

Number of pupils, 33; average attendance, 29.

FALL " Teacher, Miss Ada A. Hawes.

Number of pupils, 36; average attendance, 32.

WINTER " " " 35; " " 26.

### No. 10.—*Mount.*

Length of school, 30 weeks. Wages per month, \$30.

SPRING TERM—Teacher, Miss Juliette D. Stanley.

Number of pupils, 17; average attendance, 16

FALL " " " 20; " " 14.

WINTER " Teacher, Miss Annabelle Freeman.

Number of pupils, 18; average attendance, 17.

### ***GENERAL REMARKS.***

Having laid before you, in more or less detail, some facts and statements common to all the public schools in town, we now come to offer such statements and suggestions as we are able, to promote their interests :

#### ***School-Houses and their Accommodations.***

With regard to the duty of the town in relation to providing school-houses, the statute requires, that "every town shall provide and maintain a sufficient number of school-houses, properly furnished and conveniently located, for the accommodation of all the children entitled to attend the public schools." In regard to a part of this duty at least, we congratulate the town as having, in our opinion, performed their duty to the full extent of the *spirit* as well as the *letter* of the statuary requirements. We find on reference to the School Register that the whole number of scholars attending all the public schools in town during the three terms of the year respectively, was as follows : Spring term, 506 ; Fall term, 510 ; Winter term, 480. Of the number attending during the Spring term, 25 were from other towns ; Fall term 22, and Winter term 17. From this it may be seen, that the largest number of scholars necessarily to be provided for by the town during the year was 488, being 17 less than the number of persons between 5 and 15 years of age as returned by the Assessor on the 1st of May, 1870. For the accommodation of this number thirteen school rooms have been provided, and an equal number of schools have been kept by fourteen teachers, only one of which was an assistant. Thus it will be seen that the town has provided on an average one school-room for every 39 scholars attending school during the year.

These thirteen school-rooms are in ten school-houses, located in various parts of the town. Of the thirteen schools, *six* are kept in three school-houses located in the village and having six

school-rooms in them. The largest number of scholars in attendance in these schools during any one term of the year was 255, making on an average 42 1-2 scholars for each school. Now, when it is considered that either of these last mentioned school-rooms have ample accommodations for at least fifty scholars, we think it must be confessed that the town has made wise and generous provisions for the present and prospective wants of its scholars. When the location of No. 7 School-house shall have been changed, as is now contemplated, for the erection of a new building, we can scarcely conceive of any change of location that could be made for the better accommodation of persons in town attending school.

Of the ten school-houses now in town, five of them, giving accommodation to nearly two-thirds of all the scholars, have been built since the abolition of the school districts by the town, about five years ago. Of the other five school-houses, Nos. 1 and 4 have been within that time greatly improved by repairs and the substitution of modern school furniture for the old hacked and unpainted seats and desks previously in use.

Those who previously to that time had felt and urged the necessity of better accommodations for the schools with little success, can but regard that voluntary action of the town in abolishing the school districts, as the prime cause in awakening and stimulating that greater interest and better feeling for the progress and welfare of the schools, so manifest since then.

Although these new houses have been planed with much care and deliberation, with a view to secure the best possible results, still as might be reasonably expected, where everything to be done was new and untried, and frequently entrusted to those burdened with other cares of a private nature, some things were left unprovided for which experience has fully convinced us are exceedingly desirable, and which we recommend the town yet to provide. We refer to the provisions made for heating the Central School-house. We have found it quite impossible, during much of the time for the past winter, to make the rooms comfortably warm with the present arrangement for heating by stoves. These rooms are supplied with stoves of great heating capacity, but they are necessarily

located at that part of the room where the heat is least needed. The consequence is, that a degree of heat necessary to render the back part of the room *comfortably* warm, makes it *uncomfortably* hot in the vicinity of the stove. Notwithstanding fire was kept in the stoves during the night and were replenished with fuel early in the morning, there were many days during the coldest of the season, when the thermometer during the earlier part of the day and in the back part of the room, did not indicate a degree much above 60. In view of these facts we earnestly recommend the town to consider the propriety of resorting to some other mode of heating the building. Although we are not fully prepared at the present time to recommend any particular method of heating, still we incline to the opinion that a furnace would be the most suitable: and we are fully of the belief that it would take very little more fuel to *properly* heat the building in that way than it now does with eight stoves IMPERFECTLY. The advantages of the change certainly would be to secure a more *uniform* degree of heat, and avoid the litter and dust inseparable from the use of stoves. While thus noticing, with pleasure, the ample number and size of the school-houses and their convenient location, we would not conceal the necessity or importance of having them more "properly furnished." It has been well said by the present Secretary of the Board of Education, that "no school-house can be said to be properly furnished which is not well supplied with the apparatus for illustrating the branches of study which are to be taught in it. Of these, the blackboard is first and always the most important. The properly furnished school-house will also have outline maps and charts, a terrestrial globe, a tape-line marked for feet and links, or, better still, Gunter's chain: the foot-rule, the yard-stick and other measures of length, as well as those of capacity. On its shelves will be found books of reference, the dictionary, gazetteer, &c. With these simple means of illustration, which may be procured at a small cost, the work of the teacher will be doubled in value." The means placed at the disposal of the School Committee to supply these invaluable articles is one-fourth of the annual income of the School Fund, which at the present time amounts to about \$50. This sum

will, no doubt, if yearly applied for that purpose, in time measurably supply these defects in our school-rooms. We are happy to be able to say that, in *all* our new school-houses, and in some of the old, will be found good black-boards, charts and clocks, and in a few, thermometers. And we are also gratified to announce that at the close of the present school year there will be found on the shelves of our High School-room a valuable library of reference, containing Lippincott's Gazetteer, Authors' Classical Dictionary, Chambers' Encyclopædia (in ten vols.), &c., being placed there by the liberal contributions of our citizens, through the solicitations of our High School teacher. The School Committee have also purchased with the legitimate funds for such purposes, a large and valuable globe, to be placed in the same room and to be used by the other schools in the same building when not in use there; also drawing and writing cards and slates adapted to the use of the primary schools. In this connection we cannot refrain from expressing the opinion that our school-rooms would be rendered much more attractive and delightful by having on their walls such pictures as might be judiciously selected. Often, as we have passed from the *interior* of some of our neat and well furnished school-houses, we have been pained to see the want of attention bestowed on its *exterior* and immediate surroundings. We believe it is agreed that there is no surer index of refinement, progress, prosperity and happiness to be found in a community, than neat and commodious dwellings with corresponding surroundings. And we hope the day is not distant when a like condition of our schools may be manifest to the stranger as he passes along, by the well-painted school-house, the neat and well kept fences and out-buildings, and a yard well graded and ornamented with flowers and shade trees.

Here your Committee are ready to confess, that there is nothing in the line of their duties which is so unsatisfactorily accomplished, as that of keeping the out-buildings of the school-houses in a suitable condition for their proper use. And we believe that person deserves an enduring monument, who can devise some *sure* and *practicable* method of securing such a result. Notwithstanding the ample number of well located

school-houses, we feel that they do not *fully* answer the purpose of giving "equal school privileges" to all. And we should be remiss in duty should we fail to call to your notice the case of Mr. J. G. Hill and others living in the easterly part of the town. We do not hesitate to give it as our opinion that their distance is so great from school (either in town or out) as practically to exclude their smaller children from school, without some mode of conveyance, for a considerable portion of the year. To provide for such cases the Legislature passed an act in 1869, which reads thus:—"Any town in this Commonwealth may raise by taxation, or otherwise, and appropriate money to be expended by the School Committee in their discretion, in providing for the conveyance of pupils to and from public schools."

#### *Teaching and Teachers.*

The more extended our observations become on the subject of teaching, the more exalted are our ideas of the qualities and attainments to its success. Teaching, it seems to us, might well be defined the science of communicating knowledge. One requisite for teaching, without which all others are unavailing, is the power of commanding and retaining the attention of the learner. In proportion as the learner is young and backward becomes the necessity for skill, vivacity and thorough training on the part of the teacher. The facts and principles to be learned must be so presented as to be *attractive*. This, in our opinion, cannot be most successfully accomplished by strictly adhering to the formal routine of the text-books, as is too often done by many teachers. We think teachers rely too much on *books* to the exclusion of *oral* teaching. We would by no means have them ignored, but would have the teacher so thoroughly familiar with them as to be able to present the facts and principles contained in them to the scholar, in a variety of ways. We grant that it requires long and thorough training to be able to do this. But when we reflect that the successful salesman has to acquire his skill by a careful course of training and practice, so as to enable him to arrange and present his goods in that manner best calculated to make their good qualities appear to his customers, shall it be thought strange that teachers

need some special course of training to enable them to present to their pupils in the most clear and attractive manner those infinite variety of facts and principles which they are called upon to teach. The successful teacher must bring into requisition all his resources and faculties, and not feel that that is doing too much. The Hon. Horace Mann says that while visiting schools for more than six weeks in Prussia and Saxony, he never *once* saw a text-book made use of during a recitation (except in reading and spelling), and never once saw a teacher, aged or young, sitting in his school. He says that "the looks of the Prussian teacher often have the expression and vivacity of an actor in a play." With regard to the energy displayed and success of such teachers in teaching those rudiments of knowledge often regarded of little consequence by many teachers and passed over with scarcely an attempt at explanation, he says: "It may seem singular, and perhaps to some almost ludicrous, that a teacher in expounding the first rudiments of handwriting, in teaching the difference between a hair stroke and a ground stroke, or how an *l* may be turned into a *b*, or a *u* into a *w*, should be able to work himself up into an oratorical fervor; should attitudinize and gesticulate, and stride from one end of the class to an other, and appear in every way to be as intensely engaged as an advocate when urging an important case to a jury; but, strange as it may seem, it is nevertheless true, and before five minutes of such a lesson had elapsed, I have seen the children wrought up to an excitement proportionally intense, hanging upon the teacher's lips, catching every word he says, and evincing great elation or depression of spirits, as they had or had not succeeded in following his instructions." What a comment this on the excuse for employing cheap and untrained teachers for schools where the scholars are small or backward! We would earnestly recommend those scholars who design to teach and are desirous of taking a high rank, to give more attention to this subject of *special training* before undertaking the arduous task of imparting knowledge to others. Where scholars do not have the advantages of a "training school" connected with a High School or an Academy, we cordially recommend a course at some one of our excellent State

Normal Schools. Our experience from the employment of Normal graduates in our schools has been decidedly favorable to the success of those schools in fitting scholars for teachers. We are by no means disposed to deny that it is possible, without the *immediate* aid of such schools, for persons to become first-class teachers. But we have seldom met with them except where, through some source, they have acquired those methods and principles of teaching mainly developed by those schools. And the teacher who, through want of interest or ability, cannot bring these resources to his aid, we deem to have mistaken his calling.

#### *High and Common Schools.*

It has not been our privilege (as in former years) to retain the same teacher throughout the year for the High School. For the Spring term we secured the services of a male teacher, who accepted the situation with such remuneration as we were at the time able to offer, with the expectation, probably, that we might wish to retain him in the situation at a salary more nearly corresponding to the grade of the school. His services were well appreciated, but we did not think it wise to exceed the appropriations of the town to that degree necessary to retain him. The services of the teacher for the Fall term, either from want of appreciation or otherwise, were not acceptable to a considerable number of the patrons of the school. And for this and other reasons we thought it best to change. The Winter term has been under the charge of a well qualified and earnest lady teacher, and we hope no change may be necessary for a long time to come. With regard to the character and standing of this school, we believe it well deserves the rank given it by the Agent of the Board of Education, when he says, "two of the High Schools (one of which was this) visited by me were under the entire management and instruction of lady teachers, and I cheerfully admit that I have found no better teaching nor government in any similar school under the sole management of a gentleman teacher." In alluding to the High Schools in general, he says: "I believe that the education which one can obtain at most of these schools is, to say

the least, fully equal to that which can be attained at any of the academies or private schools in the State." We feel confident that our schools, as a whole, have been for the past year progressive, and we think that a careful observation will sustain our opinion that they have never been excelled, if equaled, in former years.

#### *Length of Schools.*

All our schools, excepting two, have been in session thirty weeks during the past year, and notwithstanding, we are often asked at the close of the term by parents, "Why we do not have longer schools?" They say "it seems to them as if their children forget nearly all they learned during the sessions, in the *long* vacations between them." The answer to all this is easy. Make *larger* annual appropriations for school, and the terms will lengthen proportionally. The average length of schools in the State is nearly thirty-three weeks. We hope the town will not be satisfied to fall *below* the general average. We regard thirty-six weeks as the most desirable length of schools to secure the highest interests of the pupils; and we hope the town will take this view of the case and increase their appropriations accordingly.

#### *School Supervision.*

Whatever may have been the success or failure in this department, be assured that your Committee have *endeavored* to discharge the varied and delicate duties assigned them with impartiality and fidelity. But when there are so many individual interests involved as in the management of our public schools it is, perhaps, not reasonable to expect that we should have the full co-operation of all, or the unanimous assent to the degree of merit or wisdom to be accorded to our course of action. We once read of a community (which had enjoyed only occasional preaching) proposing to hire a minister for a year, on condition that he should cause it to rain, by praying for it, in case a drought should render it necessary. He accepted the situation, with the sole condition on his part that they should *all* agree as to the necessity of rain and to the *time* when it should come. With the "haying season" came the drought. Meeting after

meeting was held as the drought became more and more severe, but without a favorable result. All agreed as to the *necessity*. But then there was the *time* to be agreed on. Esquire Dives said that he could not, nor *would* not, assent to the time proposed, because he had out, partially dried, a large lot of his best clover hay, which would be entirely spoiled, and therefore he proposed "next Monday." But this was opposed by Mrs. Dea. Washingday, on the ground that no *model* housekeeper would put off washing on that day if it could be possibly avoided. And for her part she could not see why Tuesday or Wednesday was not just as well. But to these and all other days proposed some one had objections; and therefore there was no praying for rain by *unanimous* request. The consequence was, the minister faithfully performed his sacred duties, and at the close of the year received his salary. So in our community there is probably a pretty general agreement as to the *necessity* of some general supervision of our schools. But until there is a more unanimous agreement among parents as to the best *methods* of discipline and management, and a greater readiness to acquiesce in those adopted, as well as more readiness to make some individual sacrifice for the general good, we may not expect to discharge our *more* than parental duties with that efficiency and success which would attend a better sustained effort. School Superintendence is regarded as the central point of *weakness*, or of *strength*, in our school system. And we shall feel satisfied to have our position assigned us in this respect by the comparative condition and progress of the schools under our charge.

GEORGE KING,  
S. W. SQUIRE.  
A. D. SARGEANT, } School  
Committee..

FRANKLIN, March 31, 1871.



